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ABSTRACT

This document contains a performance report, a master plan, objectives, and an evaluation plan for a project in which Valencia Community College (Orlando, Florida) is to facilitate increasing cooperation between vocational and academic departments and move toward integrating vocational and academic courses in high schools and postsecondary institutions in Orange and Osceola counties in Florida. During the 6-month reporting period of the project, a total of 43 vocational and academic faculty participated in at least 3 staff development activities related to academic-vocational integration. A total of 128 faculty members also participated in educators-in-industry professional development activities. Progress was made toward developing integrated curriculum strategies, new secondary programs of study in public service and marketing and integrating them into postsecondary programs, involving faculty in tech prep workshops. In addition, public information was disseminated through four 30-second and 2-minute videotapes (one each for parents and one each for business and industry), and recruitment strategies were being developed. Adults who were affected by military downsizing (n=200) were identified and mailed information about tech prep opportunities. Recruiting of nontraditional students also was continuing during this project reporting time. Evaluation activities were being conducted continually. (KC)

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INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING THROUGH TECH PREP

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SEMI-ANNUAL PERFORMANCE REPORT
JANUARY 1, 1995 - JUNE 30, 1995

An integrated program which benefits students. . . industry . . . and the community.

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SUBMITTED BY:
VALENCIA COMMUNITY COLLEGE
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ADMINISTRATIVE

APPROVED GRANT CHANGES

- There were no grant changes since January 1, 1995.

ADMINISTRATIVE CHANGES

- Tom Runnels has filled the position previously held by Ron Froman, Co-Director of Orange County Postsecondary Education.

ADMINISTRATIVE MEETINGS (KEY PROJECT STAFF)

- Joan Tiller, Grant Administrator and Project Co-Director of Valencia Community College, attended the following conferences/workshops: 1) A presentation was delivered at the Florida State Tech Prep Conference in Tampa, Florida on February 5-7, 1995. 2) A State Tech Prep Site Visit was conducted on February 21, 1995. 3) A presentation was given at the University of Central Florida Doctorate of Education class by Joan Tiller and Gina Emery on March 30, 1995 in Orlando, Florida. The presentation was entitled "Issues in Curriculum and Instruction". 4) An Integrated Learning through Tech Prep presentation was delivered to invited high school faculty on March 28-29, 1995 on the East Campus of Valencia Community College. 5) A Project Directors Meeting was attended in Minneapolis, Minnesota on April 21, 1995. 6) A presentation was made at the School-to-Work Conference in Daytona Beach, Florida on May 10-12, 1995. 7) A Project Manager's Site Visit was conducted on May 22-23, 1995. 8) Two presentations were given by Joan Tiller and Gina Emery at the Integration of Academic and Vocational Education Conference (Integrated Learning: School-to-Work Connection) in Beaver Creek, Colorado on June 25-27, 1995. 9) Joan Tiller plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

- Mary Cantrell, Project Co-Director of Osceola County Secondary and Postsecondary Education, attended the following conferences/workshops: 1) A presentation was delivered at the Florida State Tech Prep Conference in Tampa, Florida on February 5-7, 1995. 2) A roundtable discussion was facilitated at the School-to-Work Conference in Daytona Beach, Florida on May 10-12, 1995. 3) A presentation was given with Gina Emery at the First Annual Criminal Justice Trainers and Educators Conference in Tampa, Florida on May 24, 1995. The presentation was entitled "Integration of Vocational and Academic Learning through Tech Prep". 4) Mary Cantrell plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

- Richard Migliore, Project Co-Director of Orange County Secondary Education, attended the following: 1) The Florida State Tech Prep Conference was conducted in Tampa, Florida on February 5-7, 1995. 2) A State Tech Prep Site Visit was conducted on February 21, 1995. 3) A School-to-Work Conference was conducted in Daytona Beach, Florida on May 10-12, 1995. 4) The High Schools That Work Conference was conducted in Atlanta, Georgia on July 12-15, 1995. 5) Richard Miglore plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

ADMINISTRATIVE MEETINGS (KEY PROJECT STAFF) CONTINUED

- Tom Runnels, Project Co-Director of Orange County Postsecondary Education plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

- Dave Costner, Senior Administrator, Technical and Adult Education Service for Orange County Public Schools attended the following conferences/workshops: 1) The Florida State Tech Prep Conference was conducted in Tampa, Florida on February 5-7, 1995. 2) The Florida School-to-Work Conference was conducted in Daytona Beach, Florida on May 10-12, 1995. 3) Dave Costner plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

- Valerie Sommerville, Senior Administrator, Technical and Adult Education Service for Orange County Public Schools attended the following conferences/workshops: 1) A presentation was given to Phi Delta Kappa on January 9, 1995 explaining the open entry and open exit opportunities in relation to traditional scheduling and the articulation process between secondary and postsecondary institutions. 2) A presentation was given to the Orange County Public Schools Teacher Education Council on February 7, 1995. The presentation included an overview of the transition from secondary to postsecondary schools and included the articulation process. 3) The Florida State Tech Prep Conference was conducted in Tampa, Florida on February 5-7, 1995. 4) Valerie Sommerville plans to attend the Florida Vocational Association Conference in Haines City, Florida on July 30, 1995 - August 2, 1995.

BUDGET EXPENDITURES

The amount of $496,984 was approved for the Integration of Vocational and Academic Learning Through Tech Prep grant for the 12-month period of January 1 to December 31, 1995. As of June 30, 1995, 45 percent of the grant had been expended and the matching funds have been documented.

MAJOR OBJECTIVES

A summary of the major objectives of the grant are described below. Included in each section is the planned and accomplished activities. The Master Plan, a comprehensive time-phased plan, which coincides with each objective is found on page 21.

MAJOR OBJECTIVE 1

To increase cross departmental and inter-institutional faculty cooperation as demonstrated by the utilization of at least 30 postsecondary vocational and academic faculty and administrators in the design, modification, and implementation of postsecondary-level academic courses in the areas of science, mathematics, and communication. Increased faculty knowledge regarding the process and benefits of such collaborative efforts will result in increased usage of "real world" applications in the modified courses and ultimately will result in increased student achievement levels in targeted courses.

PROCESS OBJECTIVE 1.1) By August 31, 1994, a minimum of 30 vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will participate in at least three staff development activities which assist in the identification of needs and facilitate the development of an action plan for the modification of science, mathematics, and communications curriculum at their respective institutions for the purpose of integrating academic and vocational competencies through increased usage of real-world applications in classroom instruction. Staff development activities will include large and small group workshops and presentations.

RESPONSE: This objective was met in 1994 with more than 3 staff development activities being developed and conducted in which over 30 faculty and administrators attended from the Orange/Osceola/Valencia Consortium. Staff development activities included secondary and postsecondary faculty. This year the consortium continues to train faculty and administrators through staff development activities related to the integration of curriculum in science, mathematics and communications with vocational education. We are in the process of developing 135 integrated learning strategies which will be disseminated in January, 1996, which will change the current curriculum (see Process Objective 1.3).

- In Osceola County, 21 secondary and postsecondary teachers were trained in SCANS on January 2, 1995. Teachers learned methods of incorporating SCANS competencies into the curriculum.

- An Applied Math Strategies Workshop was conducted in Osceola County at Gateway High School on January 2, 1995. A total of 17 people attended this workshop.

- Osceola County sent a representative to the School-to-Work Transition Workshop on January 19, 1995, in West Palm Beach, Florida.

- A Business Educator's Workshop was conducted by the Orange/Osceola/Valencia Consortium on January 30-31, 1995, and February 1, 1995. Approximately 115 educators attended, which included secondary and postsecondary consortium members.

- The Florida State Tech Prep Conference was held on February 5-7, 1995, in Tampa, Florida. A total of 94 people from the consortium attended. Two presentations were made by the consortium entitled "Integration of Vocational and Academic Learning through Tech Prep" and "Articulation". Secondary and postsecondary consortium members attended the conference.

PROCESS OBJECTIVE 1.1) CONTINUED

- Several Career Action Planning (CAP) Workshops were conducted by Osceola County in February - May, 1995, for a total of 14 hours. Topics included: Career Action Planning parent nights, course registration for eighth grade students as they prepare for high school and postsecondary education, and program modification and improvement.

- Over 150 full-time administrators and technical instructors from the four Orange County Technical Centers attended a presentation on "Teaching Diverse Age Groups" by Chuck Yerger from Southeastern Training Associates on February 17, 1995. The focus of the seminar was instructional strategies and classroom management dealing with the Tech Prep student or graduate.

- 40 local high school faculty were invited to attend "Project Success", sponsored by Valencia Community College on March 28, 1995. Joan Tiller and Gina Emery gave a presentation with an overview of Integrated Learning through Tech Prep.

- A representative from the Orange/Osceola/Valencia Consortium attended the State Technical Committee for Business Technology Education in Tampa, Florida, on April 18, 1995. Ideas and suggestions were discussed and documented to enhance the articulation of Tech Prep at the secondary and postsecondary levels.

- Communications 2000 Workshop was conducted by Orange County on April 19, 1995. The Workshop featured Dr. Karen Love from Agency for Instructional Technology and Southwestern. The workshop focused on how to utilize the applied curriculum in the classroom. A total of 42 people attended, which included secondary and postsecondary consortium members.

- The Southeastern Regional Apprenticeship Conference was held in Orlando, Florida on April 24-26, 1995. A total of 10 people attended from Osceola and Orange Counties.

- Osceola County hosted a Center for Electronics Excellence Workshop at the Electronics Academy at Osceola High School on May 4-5, 1995. Topics included how to begin an Academy, successes, challenges, public relations, involving teachers and parents.

- The School-to-Work Conference was held on May 10-12, 1995, in Daytona Beach, Florida. A total of 35 attended from the Orange/Osceola/Valencia Consortium. Two presentations were made by the consortium on "Integration of Vocational and Academic Learning through Tech Prep" and a roundtable was hosted by the consortium on "Educators-In-Industry". Secondary and Postsecondary consortium members attended the conference.

- A Staff Development Day was conducted on May 11, 1995, with Chuck Yerger. "Teaching the Young Learner" provided hands-on training to 27 instructors and Curriculum Resource Teachers from the Orange County Technical Centers. The training focused on developing curriculum which would reach the young learner.

PROCESS OBJECTIVE 1.1) CONTINUED

- The Tech Prep Math Workshop was held on June 7, 1995, at Valencia Community College. The guest speaker was Karen Sitren from Santa Fe Community College. The presentation was for the Postsecondary Academics Math subcommittee. The discussion was directed toward learning what was occurring at other postsecondary institutions throughout the state with the integration of math activities. A total of 14 instructors attended from the consortium.

- Gina Emery and Joan Tiller presented the Integration of Academic and Vocational Education Conference (Integrated Learning: School-to-Work connection) on June 25-27, 1995, in Beaver Creek, Colorado.

- The High Schools That Work Conference will be held in Atlanta, Georgia on July 12-15, 1995. Approximately 41 people will be attending from Orange and Osceola Counties.

- A Tech Prep Science Workshop will be held on July 17, 1995. Dr. Rick Ledbetter from Santa Fe Community College gave a presentation to the Postsecondary Academics Science subcommittee. Secondary and postsecondary consortium members were in attendance.

- A Tech Prep Administrator's Roundtable for Orange and Osceola Principals and Valencia Administrators is scheduled for July 28, 1995, in Orlando, Florida. Discussion will include: Number of Tech Prep students at each high school, percentage of Tech Prep students compared to 9-12 grades at each high school, how to continue increasing the number of Tech Prep students, the Joint Tech Prep Assessment results, resources available (videos, brochures, speakers), and staff development offered.

- The Second Annual Florida Statewide Tech Prep Evaluation Workshop will be held in Orlando, Florida on June 26-30, 1995. Secondary and postsecondary representatives from the consortium will be attending.

- The Florida Vocational Association Conference will be held in Haines City, Florida on July 30, 1995 - August 2, 1995. Approximately 90 will be attending from the Orange/Osceola/Valencia consortium.

- Impact '95 which will include business and industry representatives, educators from all three local education agencies and government officials is scheduled for December, 1995. Emphasis will be focused on the need for Integrated Learning through Tech Prep and the impact of education on business and industry. Secondary and postsecondary faculty will be in attendance.

PROCESS OBJECTIVE 1.2) By August 31, 1995, a minimum of 30 vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will participate in the Educators-In-Industry professional development component of the Tech Prep program, visiting job sites in the local business community and job shadowing business representatives an average of once per month to examine the relationship and application of their respective fields of study to actual occupations in industry.

RESPONSE: All activities for 1994 to move toward the achievement of this multi-year objective were met with 85 people participating in Educators-In-Industry activities which were completed by December, 1994. Since January, 1994, a total of 128 people have participated in this program. The Educator-In-Industry activities continue in 1995 to enable educators to gain an understanding of the needs of business and industry to facilitate integration and modification of curriculum. The following activities in 1995 were completed successfully.

PROCESS OBJECTIVE 1.2) CONTINUED

- In 1995 a total of 43 people have participated in the Educators-In-Industry program. The Integrated Learning through Tech Prep grant has enabled a total of 128 people to participate in the Educators-In-Industry program since January, 1994.

- Focus Groups will be conducted in September, 1995, by Drs. Patsy Agee and Warren Harrell. The Focus Groups will consist of representatives from Administration, Vocational Instructors, Mathematics Instructors, Science Instructors, and Communications Instructors from all three Local Education Agencies. The purpose of the Focus Group will determine the extent to which the visits made by educators to business sites enabled educators to examine the relationships and applications of their respective fields of study to actual occupations.

PROCESS OBJECTIVE 1.3) By August 31, 1996, participating vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will develop and implement modified curriculum strategies which integrate vocational and academic learning in science, mathematics, and communications courses offered to Tech Prep students at the respective institutions. Corresponding instructional materials will be designed through contracted services as needed.

RESPONSE: The Postsecondary Academic Committee conducted its first workshop on integrated learning and formed subcommittees in science, mathematics, and communications in September, 1994. The subcommittees worked from September through December, 1994 on learning how to develop integrated learning activities and developed sample activities. The subcommittees had a joint workshop with Dr. Dale Parnell and presented developed learning activities in December, 1994. As an integral part of the Postsecondary Academics Committee, the subcommittees in Math, Science, and Communications are working towards 45 integrated curriculum strategies which will be disseminated in January, 1996. Currently, the Science subcommittee has developed 10 integrated curriculum strategies, the Communications subcommittee has developed 12 integrated curriculum activities and the Mathematics subcommittee has developed 10 integrated curriculum strategies. All 135 curriculum strategies are scheduled to be completed in December, 1995.

PROCESS OBJECTIVE 1.4) By August 31, 1996, consortium representatives will develop new secondary level Programs of Study which integrate academic and vocational competencies in the discipline areas of Public Service and Marketing and which articulate into postsecondary programs.

RESPONSE: The Marketing program of study and articulation were completed in August, 1994. The articulation for the Public Service program of study is scheduled to be completed in 1995. The consortium is continuing to incorporate new programs of study which articulate to the postsecondary level. All activities scheduled for 1995 to move toward achievement of this multi-year objective are detailed below:

- Revised programs of study were completed in August, 1994. New areas which will be articulated with the Technical Education Center of Osceola County are Electronics, Business and Health. The new areas will be completed after the Technical Education Center of Osceola county is accredited by the Southern Association of Colleges and Schools (SACS).

PROCESS OBJECTIVE 1.4) CONTINUED

- The Orange/Osceola/Valencia Consortium is developing a new Public Service program of study (to include articulation agreements) which will be completed in 1995. Public Service will include: 1) Legal Assisting, 2) Fire/Science, 3) Environmental Science, and 4) Criminal Justice. Each of these areas has been operating as a subcommittee of the Public Service Committee. The Public Service Committee held a Joint-Assessment and Articulation meeting on June 14, 1995. The committee decided that six credits will articulate to Valencia Community College for Criminal Justice. On June 29, 1995, the subcommittees will meet with the Public Service Committee and finalize the program of study for each area.

PROCESS OBJECTIVE 1.5) By August 31, 1997, a minimum of 250 vocational and academic faculty and administrators from the consortium will participate in professional development activities which facilitate the application of the integrated vocational and academic curriculum in the disciplines of health, business, agribusiness, technical/industrial, public service, and marketing. Staff development activities will be in the form of small and large group workshops and presentations.

RESPONSE: The first portion of this objective was met in April, 1994 when approximately 1,050 people attended the Integrated Learning through Tech Prep workshop where Dr. Willard Daggett presented information on how education needs to be reformed to meet industry needs. Also, over 500 attended a workshop with Dr. Dale Parnell which addressed the need and activities to facilitate the application of integrated vocational and academic learning. The demonstration of the later portion of this objective will be accomplished by a staff development analysis form, a staff development evaluation form and attitude surveys (see evaluation plan page 33). The first attitude survey was designed in November and administered in December, 1994.

- See comments under Process Objective 1.1 and 1.3 which also apply to this process objective.

MAJOR OBJECTIVE 2

To increase secondary and postsecondary student job placement opportunities by establishing a postsecondary level internship/work experience component in the Orange-Osceola-Valencia Tech Prep program which builds upon apprenticeship program plans administered at the secondary level and incorporates courses which involve the integration of vocational and academic learning.

PROCESS OBJECTIVE 2.1) By December 31, 1994, a Tech Prep job development and internship committee will be established and will develop an action plan for securing 10 private sector partners willing to sponsor secondary and postsecondary student interns for professions which do not traditionally involve apprenticeships.

PROCESS OBJECTIVE 2.2) By December 31, 1996, 20 secondary and postsecondary Tech Prep students will be placed in the project-sponsored internships related to their program of study. The number of participants will increase by five points each subsequent year.

RESPONSE: By December, 1994, Objective 2.1 was accomplished through the Workforce committee and an action plan to secure 10 private sector partners for sponsoring student interns was developed. In Objective 2.2 the consortium will follow the action plan developed to meet the December, 1996, deadline. In summary for 1994, the following was accomplished: 1) The Workforce committee was formed and met for the first time, 2) Research results defining each internship/apprenticeship program was discussed, and 3) The field of Electronics was selected for the model in the internship program. All activities scheduled for 1995 to move toward achievement of these multi-year, process objectives are detailed below:

PROCESS OBJECTIVE 2.2) CONTINUED

- In January, 1995, a subcommittee for the Workforce committee met with teachers in the Orange/Osceola/Valencia consortium to develop a list of suggested advisory committee participants for the Workforce committee. The subcommittee collected "best practices" information from these teachers who already work with internships and apprenticeships.

- The Program Committee, a subcommittee of the Workforce Committee, met June 19, 1995, and will be developing curriculum and procedures June-August, 1995. The subcommittee will be presenting the proposed curriculum to the Business and Industry Advisory Committee in September, 1995.

MAJOR OBJECTIVE 3

To increase local, regional, and national knowledge of successful integrated curriculum and job development strategies by disseminating information and materials regarding the Orange-Osceola-Valencia Tech Prep program.

PROCESS OBJECTIVE 3.1) By August 31, 1994, to utilize the existing Tech Prep public relations committee to develop new promotional materials which specifically address the needs of special populations, displaced homemakers, single parents, single pregnant women, and dislocated workers in military related occupations.

RESPONSE: This objective was met in December, 1994, with the completion of three new promotional videos for high schools, educators and business and industry. A print piece to be used during presentations and for dissemination was developed in 1994 and was completed in January, 1995. Four new promotional videos are scheduled to be completed in August, 1995, which are designed for parents, business and community. The "How-to Design an Integrated Vocational and Academic Learning Program" video will be completed in December, 1995. All activities scheduled for 1995 are detailed below:

- The new 30 second video was aired the first time on Valencia Television starting in January, 1995, and will be aired on an ongoing basis.

- The four videos include: a 30 second and 2 minute Integrated Learning video, one each for parents and one each for business and industry. Gecko will be filming "spots" for the videos on July 21, 1995, and editing on July 25, 1995.

PROCESS OBJECTIVE 3.2) By August 31, 1994, to utilize the existing Tech Prep guidance and counseling committee to develop new recruitment strategies which specifically focus on special populations, displaced homemaker, single parents, single pregnant women, and dislocated workers in military related occupations.

RESPONSE: This objective was completed on August 31, 1994, when the Guidance and Counseling committee hosted a Counseling Day which included a presentation on the Guidance and Counseling Manual. The manual contained a new section entitled "special needs" for addressing opportunities for special needs students. Over 200 counselors in Orange and Osceola counties from all middle schools, high schools, technical centers and Valencia Community College attended. The following secondary activities provide a link with postsecondary education and are designed to encourage students to continue into postsecondary education:

PROCESS OBJECTIVE 3.2) CONTINUED

- Orange and Osceola Counties have started several new academy programs for high school students. The Academics encourage students to take a more active part in developing their educational plan. These programs are based at one location, but are open to the entire county through a magnet program concept. These programs are:

  1) **Business Education Lab** -. This lab opened at Edgewater High School in the Fall of 1994. The lab is set up like an office and operates like a business. There are three groups within the lab working together to simulate a business setting. This program includes such classes as Business Applications, Desktop Publishing and Accounting I.

  2) **Center for Electronics Excellence** - At Osceola High School, the electronics program is structured to integrate academic and vocational education in an effort to challenge and assist more students to achieve higher-level competencies in mathematics, science, and language arts through relevant application to a career in electronics or a related field. Opportunities for success for all students will be enhanced through personalized learning situations. The students will gain technological insight, group processing skills, and academic knowledge and skills needed for both the workplace and postsecondary education. This model provides the avenue by which every student may become an analyst, evaluator, and user of information.

  3) **Health Academy** - At Apopka High School, the Health Academy is a magnet program for students interested in medicine and related-health care fields. The academy offers real life application of knowledge, career shadowing and clinical experiences in hospitals, clinics, and medical offices. This program offers immediate job entry into pre-professional careers in the medical field. Currently, interested and qualified eighth and ninth grade students throughout the Orange County School District are invited to apply. The Health Academy articulates with the Tech Prep program.

  In Osceola County, Gateway High School is planning a Health Academy which will open in the 1996-1997 school year. The Health Academy will articulate with the Tech Prep program of study.

  Also, in Osceola County, St. Cloud High School is considering a Health Academy. Implementation may be in the 1996-1997 school year.

  4) **New Technology Lab** - At Jones High School, a second state-of-the-art technology lab opened in Fall, 1994. This lab demonstrates the latest uses of technology in a variety of applications. The program at Jones High School is building upon principles originally piloted in the technology lab at Apopka High School.

  5) **Travel and Tourism Academy** - This academy is located at Colonial High School. This program is open to all students within Orange County and was articulated through Tech Prep this year. The Academy of Travel and Tourism started in 1994 with 20 juniors but will be expanding in 1995 to include grades 9 through 12. Some highlights of this program are an interdisciplinary curriculum, a paid summer internship after grade 11, and a head start in accomplishing career goals.

  In Osceola County, the Travel and Tourism Academy is located at Osceola High School. The Academy began in 1994-1995 and will articulate with the Integrated Learning through Tech Prep program in November, 1995.

PROCESS OBJECTIVE 3.2) CONTINUED

6) **Business Academy** - The Business Academy at Apopka High School will be similar to the Health Academy that Apopka currently offers. Registration will commence in Spring, 1995, and students will begin in Fall, 1995. The Academy will not be a magnet school but will cater to Tech Prep and pre-professional students. Programs offered will be Business Education, Diversified Cooperative Training, Marketing, and Computer Science. Apopka will have a Business Education Laboratory similar to the lab at Edgewater High School.

7) **Automotive Center of Emphasis** - The Automotive Center of Emphasis is located at Colonial High School in Orange County. This center opened in Fall, 1994. The center is not a magnet school but is a designated training center which allows students to pursue their postsecondary education at the Mid-Florida Technical Center, part of the Orange/Osceola/Valencia Consortium.

8) **Fine and Performing Arts Academy** - Gateway High School and Osceola High School in Osceola County are planning the Fine and Performing Arts Academy and will open the Academy in the 1995-1996 school year. The Tech Prep Drama program of study will articulate with this Academy.

9) **International Banking and Finance Academy** - Osceola High School is implementing an International Banking and Finance Academy which will begin in the 1995-1996 school year.

University High School in Orange County will be implementing a Finance Academy in Fall, 1995. This Academy will articulate with Integrated Learning through Tech Prep Program.

10) **Law, Government, and Public Service Academy** - West Orange High School will implement this Academy in Fall, 1995. The Academy is designed to help students be better prepared for employment in the areas of fire fighting, law enforcement, government, and law/paralegal. This Academy will articulate with Integrated Learning through Tech Prep.

- See video production under process objective 3.1, which also applies to this process objective.

- Orange County Public Schools and Valencia Community College Integrated Learning through Tech Prep developed a Tech Prep Speaker's Bureau. The Tech Prep Speaker's Bureau was implemented in Fall, 1994. To pilot the program, Orange County Public Schools has trained 15 alumni now employed in business who are technical center graduates. In addition, Valencia has secured 10 alumni to join the Tech Prep Speaker's Bureau who are now in the workforce. Currently, students enrolled in classes at Valencia Community College are on the Tech Prep Speaker's Bureau. Valencia Alumni students will be trained and joining the Speaker's Bureau in Fall, 1995. The students will be speaking at Orange and Osceola county high schools to emphasize the value of postsecondary education. This group effort will be jointly planned and implemented in the high schools. High schools visited are listed above or in the Career Fairs section below.

PROCESS OBJECTIVE 3.3) By December 31, 1994, to identify a minimum of 200 adults who have been dislocated as a result of military downsizing and defense industry reductions and provide them with information about retraining opportunities through Tech Prep.

RESPONSE: The defense industry program and the military transition programs at Valencia Community College were contacted and made aware of the high technology education programs at Valencia Community College and the five technical centers within the Orange/Osceola/Valencia consortium on January 11, 1995. Two hundred individuals received mail-outs about postsecondary opportunities in March, 1995.

PROCESS OBJECTIVE 3.4) ***By December 31, 1994, to identify and contact 100 percent of all high school students at targeted sites who are disabled and provide them with information regarding postsecondary educational opportunities through Tech Prep.***

RESPONSE: This objective was in the process of being completed in December, 1994. At the counseling staff development workshop on August 31, 1994, presentations were made to address special needs students which included individuals with disabilities. A special needs section was also added in the Counseling Manual for counselors throughout the Orange/Osceola/Valencia consortium. A representative from Valencia Community College made presentations to students with disabilities at all four targeted sites in 1994. Both school districts reported that this objective was completed in May, 1995.

- The Orange/Osceola/Valencia Consortium contacted 100% of the appropriate students with disabilities at targeted sites and distributed information regarding the opportunities in the Integrated Learning through Tech Prep Program. Although the "disabilities" category also includes those who are mentally retarded and severely emotionally handicapped, consortium members have agreed that it would be inappropriate for the consortium to contact these students. All Osceola County students with disabilities in 8th grade were contacted by May 8, 1995. A mail-out was sent to parents of all students with disabilities and some students also received a specialized career assessment which provided information about postsecondary opportunities. Orange County reported that all students with disabilities were contacted in May, 1995.

PROCESS OBJECTIVE 3.5) ***By December 31, 1994, to identify and contact a minimum of 50 percent of all special needs high school students (female, economically disadvantaged, educationally disadvantaged, and limited English proficient) at targeted sites and provide them with information regarding postsecondary educational opportunities through Tech Prep.***

RESPONSE: This process objective was in the process of being completed in December, 1994. In December, 1994, appropriate Exceptional Student Education students were contacted at three targeted sites. In Osceola County, all students in 9th-11th grade and registering for Spring, 1994, received information on Tech Prep. Some 8th grade students in Osceola County, who attended orientation in Spring, 1994, also received Tech Prep information. Orange County reported that 50 percent of special needs students were contacted at targeted sites in May, 1995. The consortium continues to provide recruitment activities on an ongoing basis for the Integrated Learning through Tech Prep program to reach all students. The possibility of interfacing with alternative education programs will continue to be researched. Both school districts reported that this objective was completed in May, 1995.

- Met with Lee Herr, Coordinator of Alternative Education programs for Osceola county on January 20, 1995, to discuss the possibility of interfacing with some of the nine alternative education programs.

- In Osceola County, all students in grades 9-11 registering for Spring, 1994, received a Tech Prep Newspaper published by Osceola High School students. Eighth grade students who attended orientation also received a Tech Prep Newspaper.

- Orange County reported that 50 percent of special needs students were contacted at targeted sites in May, 1995.

PROCESS OBJECTIVE 3.5) CONTINUED

- Outreach student recruitment efforts have included information about the Integrated Learning through Tech Prep program. These efforts are listed as follows: **Malka Jacob** (Outreach Recruiting - East Campus at Valencia Community College) presented material addressing the Tech Prep and Integration program to: 1) a PACE Alternative Program student on January 13, 1995. 2) 48 Winter Park High School 10th and 11th grade COMPACT students on January 18, 1995. 3) GED students at Winter Park High School on January 18, 1995, and weekly thereafter through May, 1995. 4) 48 Florida Conservation Core students on January 31, 1995, heard a presentation on "Self Esteem to Career". 5) 45 10th and 11th grade students at University High School on February 13, 1995 . 6) 100 Winter Park High School Film and Theater students on February 13, 1995. 7) GED class presentation on "Self Esteem to Career" on March 7, 1995. 8) 100 at-risk students at Winter Park 9th Grade Center on March 23, 1995. 9) 2 alternative program students from University High School on March 27, 1995. 10) 27 Colonial High School students toured Valencia Community College on April 19, 1995. 11) 25 University High School students toured Valencia Community College on April 20, 1995. 12) 8 Boone High School students toured Valencia Community College on April 24, 1995. 13) 12 at-risk students toured Valencia Community College campus on April 26, 1995. 14) 20 10th-12th grade Rollins College Talent Search students (the first family member ever to attend college program) toured Valencia Community College on May 4, 1995. 15) 25 10th-12th grade Rollins College Talent Search students toured Valencia Community College on May 25, 1995. 16) 33 10th-12th grade Rollins College Talent Search students toured Valencia Community College on June 1, 1995. 17) 33 9th-11th grade Oak Ridge Rollins College Talent Search students toured Valencia Community College on June 15, 1995. 18) 120 Seminole County Private Industry Council students on June 22, 1995.

- Outreach recruiting efforts have included information about the Integrated Learning through Tech Prep program. These efforts are listed as follows: **Ivy Johnson** (Outreach Recruiting - Osceola Campus at Valencia Community College) contacted: 1) Students at Gateway and St. Cloud High Schools on April 25, 1995. 2) COMPACT students at Poinciana and Osceola High Schools on May 2, 1995

- Outreach recruiting efforts have included information about the Tech Prep and Integration program. **Cheryl Wilson** (Outreach Recruiting - West Campus at Valencia Community College) presented material addressing the Tech Prep and Integration program to: 1) Career Day Education on February 28, 1995, involving all high schools in Orange and Osceola Counties. 2) 18 students from the Greater Oaks Village on March 29, 1995. 3) Display Table at South Lake High School in Clermont on March 30, 1995. 4) 5 students from the Osceola County Alternative Education Center on April 4, 1995. 5) 25 B.E.T.A. students toured Valencia Community College's West Campus on April 20, 1995. 6) 18 juniors and seniors from Leesburg involved in the Rollins College Talent Search Program toured Valencia Community College on April 27, 1995 7) 20 students from the Walt Disney Challenge program on May 1, 1995 and May 8, 1995. A tour of the campus was given to the students on May 16, 1995. 8) Career Fair Day on May 2, 1995 at Oak Ridge High School. 9) Osceola County Alternative Education students toured Valencia Community College on June 28, 1995.

PROCESS OBJECTIVE 3.5) CONTINUED

- The Technical and Adult Education Centers in Orange County gave presentations to 191 high school administrators, technical and academic instructors, and counselors between January, 1995, and April, 1995, about their role in Tech Prep and how they could better serve students and graduates of the programs. The following were the results of these presentations:

    - 7 of 13 high schools scheduled the Technical Centers to present to their faculties in Spring, 1995.
    - 3 of the high schools asked the Technical Centers to plan presentations in Fall, 1995.
    - 2 high schools asked the Technical Centers to attend curriculum fairs; several asked that the Technical Centers facilitate career fairs in Fall, 1995.
    - Conducted 31 Orlando Technical and Adult Education Center presentations to high school students.
    - Distributed 330 information folders to high school administrators, faculty and staff.
    - Distributed 1500 student handbooks to Tech Prep students.
    - Assembled 100 student career folders for Colonial High School English students.

- The Technical and Adult Education Centers of Orange County met with administrators to explain the Technical Center's role in serving Tech Prep students and graduates at:

Boone High School	1/19/95
Oak Ridge High School	1/20/95
Cypress Creek High School	1/24/95
Winter Park High School	1/26/95
Colonial High School	2/2/95
Dr. Phillips High School	2/3/95
Apopka High School	2/15/95
Edgewater High School	2/16/95
University High School	2/21/95
Jones High School	2/28/95
West Orange High School	3/6/95
Wymore Career Education Center	3/8/95
Evans High School	3/13/95

- Presentations to counselors and faculty to explain the Technical and Adult Education Centers of Orange County's role with Tech Prep were given to:

Cypress Creek High School	2/22/95
Winter Park High School	3/1/95
Colonial High School	3/15/95
Edgewater High School	3/22/95
University High School	3/29/95
Jones High School	4/19/95
Dr. Phillips High School	4/26/95

PROCESS OBJECTIVE 3.5) CONTINUED

- Student recruitment activities during career fairs or special workshops are another way the Orange/Osceola/Valencia Consortium reaches out to inform students. During these activities, students are informed about the Integrated Learning through Tech Prep program and the opportunities that this program can offer them. Contacts are listed below:

Career Day	2/20/95
Apopka High School - students, parents	3/30/95
Colonial High School - students	4/18/95

- Project staff continue to communicate with school-based personnel and relay updated information on a continuing basis. Schools that were visited and provided with updated information about the Integrated Learning through Tech Prep program are listed below:

Parkway Middle School - Faculty presentation	1/5/95
Cypress Creek	3/15/95
Apopka High School	3/30/95
Osceola High School - Drama class presentation	4/18/95
Colonial High School	4/25/95
Evans High School	4/27/95
St. Cloud High School	Spring 1995

PROCESS OBJECTIVE 3.6) By December 31, 1994, to identify and contact a minimum of 100 displaced homemakers, single parents, single pregnant women, and potential female participants for technical education programs leading to high wage, nontraditional careers and provide them with information regarding postsecondary educational opportunities through Tech Prep.

RESPONSE: This objective was completed in December 31, 1994. Terry Rafter from Valencia Community College contacted and enrolled 111 members of this special population group. She also has a list of potential candidates who she will be contacting, as a part of an ongoing process through the next two years of the grant. All activities scheduled to move toward achievement of this objective were completed successfully.

- Some of the alternative education programs in Orange and Osceola counties are addressed specifically to this population. Targeting this population through interfacing with the already existing high school programs will continue to be examined.

PROCESS OBJECTIVE 3.7) By December 31, 1996, to utilize the existing Tech Prep public relations committee to develop a how-to-video and brochure aimed at providing educators with detailed instructions regarding how to design, promote, administer, and evaluate a comprehensive Tech Prep program which integrates vocational and academic learning and offer the package to all state departments of education.

RESPONSE: The Public Relations committee (in conjunction with Gecko Productions) developed three videos. An Educators in Industry brochure was developed in September, 1994. The how-to video is scheduled to be completed in December, 1995. The completion of a print piece for educators was completed in January, 1995. Four new promotional videos designed for parents, business and community are scheduled to be completed in August, 1995. The "How-to Design an Integrated Vocational and Academic Learning Program" will be completed in December, 1995. All activities scheduled for 1995 to move toward achievement of this multi-year objective are detailed below:

PROCESS OBJECTIVE 3.7) CONTINUED

- See video production comments in Process Objective 3.1.

- See discussion on print piece for educators in Objective 3.1.

PROCESS OBJECTIVE 3.8) To attend a minimum of three national, regional, or state conferences each year to disseminate information and develop linkages with other programs with similar goals.

RESPONSE: The consortium met this objective and attended more than the three conferences planned in 1994. These conferences are listed in detail by Co-Directors and key administrators below. All activities scheduled for 1995 are detailed below:

- See meetings for all Co-Directors listed in "Administrative Meetings" on page 3, which also applies to this process objective.

- Paul Kinser, Provost of the West Campus at Valencia Community College and Chairman of the Postsecondary Integration of Vocational and Academics Committee: 1) attended the Florida State Tech Prep Conference in Tampa, Florida on February 5-7, 1995 and made a presentation on Integrated Curriculum. 2) gave a presentation to the Rotary Club of West Orlando about Postsecondary Education Opportunities on January 12, 1995.

PROCESS OBJECTIVE 3.9) By December 31, 1997, to develop and sponsor a national conference in Central Florida which will focus on Tech Prep and the integration of academic and vocational learning strategies

RESPONSE: The consortium contacted the National Tech Prep Network again in May, 1995, and the network informed us that the conference would not be held in Orlando, Florida. The staff is discussing the possibility of dissemination through another conference sponsored by the consortium.

PROCESS OBJECTIVE 3.10) By December 31, 1997, to complete a scientifically based research study which documents the consortium's success and submit it to the U.S. Department of Education's Program Effectiveness panel.

RESPONSE: Compiling the required information for a scientifically-based research study will be an ongoing process over the next two and one-half years. Several processes are utilized to gather this data and are listed in detail below. Two external evaluators and one PEP Evaluator are consultants for this process. All activities scheduled for this year to move toward achievement of this multi-year objective are detailed below:

EVALUATION ACTIVITY

JANUARY 1995

- Met on January 5, 1995, with the district coordinators for the Orange/Osceola/Valencia Consortium and the Senior Manager of Program Testing and Evaluation in Orange County Schools to discuss assignments for areas in the evaluation plan.

PROCESS OBJECTIVE 3.10) CONTINUED

- The Orange/Osceola/Valencia Consortium developed a Integrated Learning through Tech Prep Master Plan and an Objectives and Outcomes Schedule. The Integrated Learning through Tech Prep Evaluation Plan was completed January, 1995. The master schedule and evaluation plan are time phased for 1994 through 1997 (see pages 21 and 30).

- The student data collection system was utilized to establish a baseline for the consortium. The first initial computer run was conducted on January 17, 1995. The total number of signed student contracts for Tech Prep in Orange County was 1,642 and the total number of signed student contracts for Tech Prep in Osceola County was 785.

FEBRUARY 1995

- The Florida Department of Education Tech Prep Site Visit was conducted on February 21, 1995. Received commendations from the Florida Department of Education at the Site Evaluation for: Top level Administration Commitment, Communication - Networking with Agencies, Student Contracts, Diversity of Programs of Study, Marketing Material and Techniques, Emphasis of Economic Development, Utilization of All Resources, Applied Infusion of College Courses, Educators in Industry, Business & Industry Scholarships, PEP Process & Outcome Base, Staff Development, Serving Special Population Students, Openness for Improvement Process.

- Drs. Patsy Agee and Warren Harrell defined the suggested composition of the "focus groups" in the consortium's evaluation plan.

MARCH 1995

- The Orange/Osceola/Valencia Consortium participated in the Florida School-to-Work Readiness Survey.

- Drs. Patsy Agee and Warren Harrell designed an Educators-In-Industry survey which will evaluate how effective the program is for teachers, administrators and counselors (pre- and post-). The results of this survey will document attitude/perception changes in those who have attended Educators-In-Industry. The design of the survey was completed in March, 1995.

- Drs. Patsy Agee and Warren Harrell designed an Educators In Industry survey to be utilized in businesses that the teachers, administrators and counselors tour. The results of this survey will assess how effective the program is in business and will incorporate any needed changes into the program. This survey was completed in March, 1995.

MAY 1995

- The Project Manager Site Visit for the Integration of Vocational and Academic Learning program from the U.S. Department of Education was conducted on May 21-22, 1995.

JUNE 1995

- Results were received for the Counselors, Educators and Administrators survey which was conducted in December, 1994 from Dr. Marcus Lieberman, P.E.P. Evaluator.

- The designed parent survey is being designed by Dr. Lieberman and will be completed by June, 1995.

PROCESS OBJECTIVE* 3.10) *CONTINUED

- The second scheduled data collection computer run was June 15, 1995. Total number of signed student contracts for the Orange/Osceola/Valencia Consortium is 4,368 . The total number of eligible Tech Prep students who have taken Tech Prep applied classes is 4,436. The total number of signed contracts for Orange County is 3,255 and the total number of signed contracts for Osceola County is 1,113 students. Total eligible applied students for Orange County is 3,279 and for Osceola County is 1,157. Total number of students at the postsecondary level is 734. The **total number of Tech Prep students for the Orange/Osceola/Valencia consortium is 9,538.**

- The Educator-In-Industry survey designed by Drs. Patsy Agee and Warren Harrell was piloted in June, 1995.

JULY 1995

- The designed student survey will be completed by Dr. Marcus Lieberman in July, 1995.

- Submission of Semi-Annual Performance Report to Washington, D.C. on July 31, 1995.

JULY 1995-SEPTEMBER 1995

- Dr. Lieberman is assisting with analyzing the results of the Postsecondary Academics Attitude Survey.

- Drs. Patsy Agee and Warren Harrell will conduct the first Focus Groups in September, 1995.

CONCERNS

We do not have any concerns with the progress of the objectives of this multi-year project.

7/25/95 TECH PREP AND INTEGRATION EVALUATION MASTER PLAN

ORANGE/OSCEOLA/VALENCIA

OBJECTIVE 1

Increase cross departmental and inter-institutional faculty cooperation as demonstrated by the utilization of 30 postsecondary vocational and academic faculty and administration in the design, modification and implementation of postsecondary level academic courses in the areas of science, mathematics and communication. "Real world" applications in modified courses will result in increased student achievement levels in targeted courses

PROCESS OBJECTIVES

			1994 J F M A M J J A S O N D	1995 J F M A M J J A S O N D	1996 J F M A M J J A S O N D	1997 J F M A M J J A S O N D
1.1) Minimum of 30 Vocational and Academic faculty & administrators will participate in at least 3 staff development activities.	Emery,Hanson,Olson	PLAN = P COMPLETED = C	P C			
Florida State Tech Prep Conference		COMPLETED	C	C		
Model Schools Conference		COMPLETED	C			
Florida Vocational Adult & Community Conference		COMPLETED	C		P	
Florida Conference on Improving Education		COMPLETED	C			
National Tech Prep Conference		COMPLETED	C		P	
SCANS competencies Workshop		COMPLETED	C	C		
Applied Math Strategies Workshop		COMPLETED		C		
School-to-Work Transition Workshop		COMPLETED		C		
Business Educator's Workshop		COMPLETED		C		
Southeastern Training Associates		COMPLETED		C		
Career Action Planning Workshops		COMPLETED		C C C C		
Project Success		COMPLETED		C		
Communications 2000 Workshop		COMPLETED		C		
Southeastern Regional Apprenticeship Conference		COMPLETED		C		
Center for Electronics Excellence Workshop		COMPLETED		C		
School-to-Work Conference		COMPLETED		C		
Teaching the Young Learner Workshop		COMPLETED		C		
Rotary Club of Ocoee		COMPLETED		C		
Tech Prep Math Workshop		COMPLETED		C		
Integration of Academic and Vocational Education Conference		COMPLETED		C		
Second Annual Florida Statewide Tech Prep Evaluation Conference		COMPLETED		C		
High Schools That Work		COMPLETED	C		C	
Tech Prep Science Workshop		COMPLETED			C	
Tech Prep Administrator's Roundtable		COMPLETED			C	
Florida Vocational Association		PLAN			P	
Impact 95		PLAN				P
TIMETABLE OF ACTIVITIES. Plan 3 staff development activities for postsecondary vocational & academic faculty and administrators	Emery,Hanson,Olson	PLAN	P P P			
Presentation by Dr. Willard Daggett on "Building a Competitive Work Force"		COMPLETED	C			
Workshop and results for Integration of Postsecondary Academics		COMPLETED	C			
Presentation by Dr. Dale Parnell on "A New Definition of Excellence"		COMPLETED	C			
TIMETABLE: Present 3 staff development activities.	PC,PD,AC,BC	PLAN	P P P			
Presentation by Dr. Willard Daggett on "Building a Competitive Work Force"		COMPLETED	C			
Workshop and results for Integration of Postsecondary Academics		COMPLETED	C			
Presentation by Dr. Dale Parnell on "A New Definition of Excellence"		COMPLETED	C			
1.2) Minimum of 30 vocational & academic faculty will participate in Educators in Industry	Hanson, Olson	PLAN			P	
	Emery	COMPLETED	C C			
Educators in Industry brochure completed			C			
New pre and post survey to be implemented (that survey first)		PLAN			C P	
First Focus Group will be conducted		PLAN			P	
TIMETABLE: Convene Educators in Industry committee	BC,PC,AC,PD,OR,OS,VA	PLAN	P			
The first Educators in Industry Committee met		COMPLETED	C			
TIMETABLE: Complete Educators in Industry Plan.	Olson, Hanson	PLAN	P			
The Educators in Industry Plan was completed for 1994		COMPLETED	C			
TIMETABLE: Complete four Educators in Industry visits.	Olson, Hanson	PLAN		P		
Educators in Industry visits completed		COMPLETED	C C C C C C C C C C C C			
1.3) Vocational & Academic faculty & administrators will develop and implement modified curriculum strategies which integrate vocational & academic learning in science, mathematics and communications.		PLAN				P
		COMPLETED				
TIMETABLE: Convene industry/discipline curriculum subcommittees: Mathematics, Science, Communications	AC,PC,BC,PD,VA,OR,OS	PLAN	P P			
Postsecondary Integration of Academics workshop (committees formed)		COMPLETED	C			
A workshop with Dale Parnell was conducted with these committees		COMPLETED	C			
Tech Prep Math Workshop		COMPLETED			C	
Tech Prep Science Workshop		COMPLETED			C	
45 Curriculum Integrated Strategies will be completed		PLAN				P

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OBJECTIVE 1 CONTINUED			1994 J F M A M J J A S O N D	1995 J F M A M J J A S O N D	1996 J F M A M J J A S O N D	1997 J F M A M J J A S O N D
1.4) Consortium representatives will develop new secondary level Programs of Study where members from the academic and vocational community work together to develop a program of study in Public Service & Marketing.		PLAN			P	
		COMPLETED				
New Marketing program of study will be completed.				C		
New Public Service program of study will be completed.					P	
New Drafting program of study will be completed.				C		
All program of study revised to include Technical Education Center of Osceola.				C		
TIMETABLE: Convene articulation committee.	Emery	PLAN	P			
-Articulation committee was convened.		COMPLETED	C			
TIMETABLE: Complete articulation plan.	Emery	PLAN		P		
-Articulation plan was completed.		COMPLETED		C		
Articulation with Technical Education Center of Osceola for Electronics, Business, Health.		PLAN			P	
1.5) Minimum of 250 vocational & academic faculty will participate in professional activities, in the form of small & large group workshops and presentations.		PLAN				P
		COMPLETED				
See above Staff Development in Process Objective 1.1.		COMPLETED	C	C C C C C	C C	P P P
TIMETABLE: Plan secondary and postsecondary professional development activities.	Olson, Hanson, Emery	PLAN	P			
-Presentation by Dr. Willard Daggett on "Building a Competitive Work Force"		COMPLETED		C		
-Workshop and results for Integration of Postsecondary Academics.		COMPLETED		C		
-Presentation by Dr. Dale Parnell on "A New Definition of Excellence"		COMPLETED		C		
TIMETABLE: Conduct 3 professional development activities.	Olson, Hanson, Emery	PLAN		P P P		
(Topics: Counseling, Programs of Study, Integration of Academic Vocational Education, Future Work Force)						
-Presentation by Dr. Willard Daggett on "Building a Competitive Work Force"		COMPLETED		C		
-Counseling Day		COMPLETED		C		
-Postsecondary Academics Workshop		COMPLETED		C		
-Presentation by Dr. Dale Parnell on "A New Definition of Excellence"		COMPLETED		C		
OBJECTIVE 2						
Increase secondary & postsecondary student job placement opportunities by establishing postsecondary level internship/work experience component.						
PROCESS OBJECTIVES						
2.1) Secure 10 private sector partners willing to sponsor secondary and postsecondary professionals which do not traditionally involve apprenticeships.		PLAN		P		
		COMPLETED				
2.2) Place 20 students in project sponsored internships.		PLAN				P
TIMETABLE: Establish job development & internship committee.	Hanson	PLAN	P			
-Work Force Committee formed and met for first time.		COMPLETED		C		
TIMETABLE: Complete job development & internship plan.	Hanson	PLAN		P		
-An action plan was completed.		COMPLETED			C	
-Survey results defining the internship/apprenticeship program.		COMPLETED		C		
-Siemens-Stromberg-Carlson presentation of internship model.		COMPLETED		C		
-Subcommittee met for advisory participants & teacher input.		COMPLETED			C	
-Subcommittee met to discuss recommended Industry Representatives/Student Internship.		COMPLETED				C
OBJECTIVE 3						
Increase local, regional, and national knowledge of successful integrated curriculum and job development strategies for dissemination.						
PROCESS OBJECTIVES						
3.1) New materials for all populations to also include needs of special populations.		PLAN		P		
		COMPLETED				
TIMETABLE: Design new program information materials for identified potential special population individuals.	Emery	PLAN		P		
-Meeting with Gecko Productions for finalizing the plan for the development of the video.		COMPLETED		C		
-Distribute new material on "special needs" to counselors on Counseling staff development day.		COMPLETED		C		
-Counselors Staff Development day scheduled for Fall.		PLAN				FALL
-Gecko productions completed 3 videos: 30 second, 3 minute and 7 minute.		COMPLETED			C	
-Gecko Productions will complete 4 new videos for parents and business and industry.		PLAN				P
TIMETABLE: Distribute new program materials to identified special population individuals.	PC, AC, AD	PLAN		P		
-Distribute new material on "special needs" to counselors on Counseling staff development day.		COMPLETED		C		
-30 second spots will be aired on Valencia TV and will be ongoing.		COMPLETED			C	ONGOING
3.2) New recruitment strategies for all populations to also include target of special populations.		PLAN		P		
		COMPLETED				
TIMETABLE: Convene recruitment committee.	Olson, Hanson, Emery	PLAN	P	P		
-The recruitment committee met to discuss strategies, locations and plans.		COMPLETED	C	C C		
TIMETABLE: Complete new recruitment plan.	Olson, Hanson, Emery	PLAN		P		
-Articulation with some Academies are automatic due to the requirements of the program; these are: the Business Lab, Edgewater, Electronics, Osceola, Health Technology Lab - Jones, Tourism-Orange.		COMPLETED		ONGOING		
-The new Business Academy at Apopka will articulate with Integrated Learning through Tech Prep.		PLAN			P	
-Distribute new material on "special needs" to counselors on Counseling staff development day.				C		
TIMETABLE: Continue recruitment of high school students into Integrated Learning throughTech Prep program.	Olson, Hanson	PLAN		ONGOING	ONGOING	ONGOING ONGOING
-Delaine Priest conducted a Career Exploration Workshop for female students.		COMPLETED		C		
-Schools were visited and updated about the Tech Prep and Integration program.		COMPLETED		C C C C C C C C C C C C C C C C C C C C		
-Orange County Public Schools & Valencia Community College have developed a Speaker's Bureau.		COMPLETED		C C	C C	
TIMETABLE: Continue initiating new high school Tech Prep sites.	Olson, Hanson	PLAN		ONGOING	ONGOING	ONGOING ONGOING
-All high schools in Orange county & Osceola county are now a part of the Integrated Learning through Tech Prep program (17 high schools).		COMPLETED		C		

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PROCESS OBJECTIVES (CONTINUED)

OBJECTIVE 3 CONTINUED

			1994 J F M A M J J A S O N D	1995 J F M A M J J A S O N D	1996 J F M A M J J A S O N D	1997 J F M A M J J A S O N D
3.3) Locate 200 adults dislocated as a result of military downsizing and the defense industry	Tiller, Emery	PLAN	P			
		COMPLETED				
Valencia Community College through Dec 1994 had 1,205 who had enrolled in the Career Skills Orientation		COMPLETED	ONGOING C	ONGOING		
The defense industry program has been contacted and made aware of the high technology education at Valencia Community College and the 5 technical centers within our consortium		COMPLETED		C		
The military transition program at Valencia Community College has a database of 1,112 veterans who have been contacted by mail		COMPLETED	ONGOING C			
The military transition program has been contacted and made aware of the high technology education at Valencia Community College and the 5 technical centers within our consortium		COMPLETED		C C		
3.4) Identify & contact 100% disabled students - provide guidance for postsecondary opportunities	Olson Hanson, Emery	PLAN COMPLETED	P			
Distribute new material on "special needs" to counselors on Counseling staff development day		COMPLETED	C			
Counselors Staff Development day scheduled for Fall						
Donna Districk visited high schools and gave information to students on opportunities available to individuals with disabilities		COMPLETED	C C C C C			
Appropriate students with disabilities will be contacted about the Integrated Learning through Tech Prep		COMPLETED		C		
3.5) Identify & contact 50% of special needs students and provide with postsecondary opportunities.	Olson, Hanson	PLAN COMPLETED	P			
A "special needs" section will be added to the Guidance and Counseling Manual and incorporated in the Counseling Workshop		COMPLETED	C			
Met with COMPACT and REACH are examining the possibility of integrating the Tech Prep and integration program		COMPLETED	C			
Researching the probability of interfacing with some of the 28 alternative education programs in Orange county		PLAN	C	ONGOING		
Examining the possibility of integrating the Tech Prep and Integration program with some of the 9 alternative education programs in Osceola county		COMPLETED		C ONGOING		
Placement specialists in Orange county distributed information to appropriate ESE students		COMPLETED	C			
Osceola county distributed Tech Prep Newspaper when registering. 8th graders in orientation also received Tech Prep Newspaper		COMPLETED	C			
Orange County contacted 50 percent of special needs students at targeted sites		COMPLETED		C		
Student recruitment activities during fairs or special workshops conducted		COMPLETED	C C C C C C			
Outreach Recruiting (3 recruiters) efforts that have been completed		COMPLETED	C C C C C C C C C C	C C C C C C		
3.6) Identify & contact 100 displaced homemakers, single parents, single pregnant women etc. - high wage	Olson, Hanson, Emery	PLAN COMPLETED	P			
Will be examining the possibility of integrating the Tech Prep and integration program with the some of existing programs in Orange and Osceola county		PLAN		P P		
Postsecondary opportunities were discussed with displaced homemakers, singles parents, and single pregnant women. 111 of these contacts are enrolled at Valencia Community College		COMPLETED	ONGOING C			
3.7) Public Relations committee to develop a how-to video and brochure aimed at educators.	Emery	PLAN COMPLETED				P
Meeting with Gecko Productions for finalizing the plan for the development of the video		COMPLETED	C			
Educators in Industry brochure scheduled to be completed		COMPLETED	C			
The 30,000 student brochures were reordered and distributed		COMPLETED	C			
Gecko productions completed 3 videos: 30 second, 3 minute and 7 minute		COMPLETED	C			
30 second spots will be aired on Valencia TV and will be ongoing		COMPLETED		C ONGOING		
The How to portion of the videos will be completed		PLAN		ONGOING P		
The development of a print piece to be used during presentations to adults was started in November 1994. This piece was completed in January 1995		COMPLETED		C		
Video designed to target parents & business/community to be completed: 2 each - 30 second, 2 minute		PLAN		P		
"How-to" video scheduled to be completed		PLAN		P		
3.8) Attend minimum of 3 national, regional or state conferences to disseminate information and develop linkages with other programs.	Olson, Hanson, Emery	PLAN COMPLETED				P
Meetings attended by Joan Tiller, Mary Cantrell, Dave Costner, Ron Froman, Paul Kinser and Richard Mejiore		COMPLETED	C C C C C C C C C C C C	C C P P P		
See list of other conferences attended in Process Objective 1.1						
TIMETABLE: Attend conferences:	PD,AC,PC,BC	PLAN	P P P			
AVA		COMPLETED	C	P		
AASSA		COMPLETED				
AACC		COMPLETED	C			
3.9) Develop & sponsor a national conference in Central FL	PD	PLAN				P
	Olson, Emery, Hanson	COMPLETED				
TIMETABLE: Plan national conference for Year 4	PD,AC,BC,PC	PLAN	ONGOING	ONGOING	P	
The consortium contacted the National Tech Prep Network again in May, 1995 and were informed the conference would not be held in Orlando, Florida. Discussing the possibility of dissemination through another conference		PLAN				

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			1994 J F M A M J J A S O N D	1995 J F M A M J J A S O N D	1996 J F M A M J J A S O N D	1997 J F M A M J J A S O N D
) 10) Completed scientifically-based research study & submit		PLAN				P
		COMPLETED				
TIMETABLE Advertise new personnel and other services	Woodcock	PLAN	P			
		COMPLETED	C			
TIMETABLE Hire new personnel and secure other services	Woodcock	PLAN	P			
		COMPLETED	C			
TIMETABLE Establish research process	Woodcock	PLAN	P			
		COMPLETED	C			
TIMETABLE Gather research information	Woodcock	PLAN	ONGOING	ONGOING	ONGOING	ONGOING
FEB 1994						
Dr. Roberta Thomas conducted site evaluations in Orange county		COMPLETED	C C C C			
APRIL 1994						
Each of the Osceola county schools were visited		COMPLETED	C			
MAY 1994						
Flow chart was designed for student, teachers, counselors, administrators		COMPLETED	C			
Postsecondary Academics Integration Evaluation Committee was formed		COMPLETED	C			
Met with Martha Cooper at Apopka High School for tour of state-of-art Technology lab and discussed		COMPLETED	C			
current assessment testing conducted for students						
JUNE 1994						
Met with Tammie Cook, Osceola District Counselor and discussed assessment testing and alternative education programs		COMPLETED	C			
Met with Dr. Rowell, Orange county student services to discuss testing, and possibility of interfacing						
the Tech Prep Integration program						
JULY 1994						
Attended the First Statewide Tech Prep Evaluation meeting		COMPLETED	C			
AUGUST 1994						
Dr. Agee & Dr. Harrell (External Evaluators) discussed evaluation		COMPLETED	C			
Meeting is scheduled with the Management Information Systems in Orange and Osceola County and		COMPLETED	C			
Institutional Research at Valencia Community College for data tracking of students						
-Tour of Orlando Vocational Center and Mid-Florida Technical Institute is scheduled		COMPLETED	C			
-Distributed requested material to other consortia requested at State Evaluation Conference		COMPLETED	C			
SEPTEMBER 1994						
-Problems/concerns were addressed at a meeting with evaluators		COMPLETED	C			
Dr. Agee & Dr. Harrell gave direction in the design of an evaluation tool for September workshop		COMPLETED	C			
-Dr. Marcus Lieberman (PEP Evaluator) addressed the Evaluation committee		COMPLETED	C			
-Consortium purchased V-TECS DIRECT software, the program will be completely installed		COMPLETED	C			
-Visit was made to University High Schools-Orange county		COMPLETED	C C			
OCTOBER 1994						
-The student tracking system is in place in both Orange and Osceola counties (secondary only) the first trail		COMPLETED	C	C P P P P P P P P P		
trial run was conducted and initial computer run was conducted						
NOVEMBER 1994						
Attended visit with Dr. Baldwin and Dr. Warrenrath toured Apopka and Edgewater High Schools-Orange county		COMPLETED	C			
-Visits were made to Osceola, Gateway, and Poinciana High Schools-Osceola county		COMPLETED	C			
DECEMBER 1994						
-Administer attitude survey to teachers, counselors, administrators which was designed by Dr. Lieberman		PLAN				P
-Met with External Evaluators Drs. Agee and Harrell to discuss Evaluation Plan		COMPLETED	C			
JANUARY 1995						
-Met with District Coordinators and Sr. Manager Testing and Evaluation for Orange to Evaluation Plan assignments		COMPLETED	C			
-The consortium is developed an evaluation plan. The evaluation plan is time phased		COMPLETED	C			
-Obtain a list of all assessment testing currently administered in each school for the consortium		COMPLETED	C			
-The Secondary student data collection system is in place in both Orange and Osceola counties the first trail		COMPLETED	C C C C C P P P P P P P			
trial run was conducted and initial computer run was conducted						
-Met with Osceola county - Dr. Herr to research possibility of interfacing with alternative education programs		COMPLETED	C C			
FEBRUARY 1995						
-Drs. Agee and Harrell defined suggested composition of focus groups		COMPLETED	C			
-A State Tech Prep evaluation team conducted on-site visits		COMPLETED	C			
MARCH 1995						
-Drs. Agee and Harrell designed an Educators in Industry survey for teachers, administrators, and counselors		COMPLETED	C			
-Drs. Agee and Harrell designed an Educators in Industry survey to be utilized for business		COMPLETED	C			
-The consortium participated in the Florida School-to-Work Readiness Questionaire		COMPLETED	C			
MAY 1995						
-The Project Manager Site Visit by the U.S. Department of Education was conducted		COMPLETED	C			
JUNE 1995						
-Dr. Lieberman analyzed the teacher survey results and submitted a report to the consortium		COMPLETED	C			
-The Educator-In-Industry survey was piloted		COMPLETED	C P			
JULY 1995						
-The Postsecondary student data collection system will be in place at Valencia and the Tech Centers		PLAN	P P			
-The designed parent survey is being designed by Dr. Lieberman and will be completed by July, 1995		PLAN	P			
-The second scheduled data collection computer run was conducted		COMPLETED	C C P P			
-Submission of Semi-Annual Performance Report to Washington, D.C.		COMPLETED	C			
AUGUST 1995						
-The designed student survey is being designed by Dr. Lieberman and will be completed by August, 1995		PLAN	P			
JULY 1995-AUGUST 1995						
-Dr. Lieberman will be assisting with analyzing the results of the Postsecondary Academics Attitude Survey		PLAN	P P P			
TIMETABLE Complete bi-annual formative evaluation	Woodcock	COMPLETED	C C C P P P P			

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ABBREVIATIONS
PD - Lead Project Director, Co-Project Directors
AC - Articulation & Student Advising Coordinator
BC - Job Development/Business & Industry Coordinator
PC - Project & Staff Development Coordinator
EE - External Evaluators
PS - Program Effectiveness Panel Evaluation Specialist
OR - Orange County Public School Administrators, Faculty & Staff
OS - School District of Osceola County Administrators, Faculty & Staff
VA - Valencia Community College Administrators, Faculty & Staff
AD - Advisory or Special Committee
RA - Evaluation Research Assistant

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MAJOR OBJECTIVE I

To increase cross departmental and inter-institutional faculty cooperation as demonstrated by the utilization of at least 30 postsecondary vocational and academic faculty and administrators in the design, modification, and implementation of postsecondary-level academic courses in the areas of science, mathematics, and communication. Increased faculty knowledge regarding the process and benefits of such collaborative efforts will result in increased usage of "real world" applications in the modified courses and ultimately will result in increased student achievement levels in targeted courses.

PROCESS OBJECTIVES

1.1 By August 31, 1994, a minimum of 30 vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will participate in at least three staff development activities which assist in the identification of needs and facilitate the development of an action plan for the modification of science, mathematics, and communications curriculum at their respective institutions for the purpose of integrating academic and vocational competencies through increased usage of real-world applications in classroom instruction. Staff development activities will include large and small group workshops and presentations.

1.2 By August 31, 1995, a minimum of 30 vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will participate in the Educators-In-Industry professional development component of the Tech Prep program, visiting job sites in the local business community and job shadowing business representatives an average of once per month to examine the relationship and application of their respective fields of study to actual occupations in industry.

1.3 By August 31, 1996, participating vocational and academic faculty and administrators at Valencia and the Orange and Osceola county technical centers will develop and implement modified curriculum strategies which integrate vocational and academic learning in science, mathematics, and communications courses offered to Tech Prep students at the respective institutions. Corresponding instructional materials will be designed through contracted services as needed.

1.4 By August 31, 1996, consortium representatives will develop new secondary level Programs of Study which integrate academic and vocational competencies in the discipline areas of Public Service and Marketing and which articulate into postsecondary programs.

1.5 By August 31, 1997, a minimum of 250 vocational and academic faculty and administrators from the consortium will participate in professional development activities which facilitate the application of the integrated vocational and academic curriculum in the disciplines of health, business, agribusiness, technical/industrial, public service, and marketing. Staff development activities will be in the form of small and large group workshops and presentations.

OUTCOMES

1.A Throughout the four year grant period, post-secondary science, mathematics, and communication faculty will demonstrate increased understanding of the content and techniques associated with integrated vocational and academic learning through:

- .a development and increased utilization of classroom lessons involving real world applications of subject matter;
- .b documented attitude changes as measured by pre- and post-activity assessment instruments;
- .c expressed willingness to continue working relationships with technical faculty (established during the grant period) regarding potential curriculum modifications in the future.

1.B The average performance of targeted A.S. and two year vocational certificate program students in science, mathematics, and communication integrated learning courses in 1997 will be five points higher than the 1994 baseline data.

1.C The average completion rate of targeted A.S. and two year vocational certificate program students in science, mathematics, and communication integrated learning courses in 1997 will be five points higher than the 1994 baseline data.

1.D The average performance of targeted high school Tech Prep students applied science, applied mathematics, applied communication integrated learning courses in 1997 will be 10 points higher than 1990 baseline data.

1.E The average completion rate of targeted high school Tech Prep students in 1997 will be 10 points higher than the 1990 baseline data.

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(Revised 1/95)

MAJOR OBJECTIVE II

To increase secondary and postsecondary student job placement opportunities by establishing a postsecondary level internship/work experience component in the Orange-Osceola-Valencia Tech Prep program which builds upon apprenticeship program plans administered at the secondary level and incorporates courses which involve the integration of vocational and academic learning.

PROCESS OBJECTIVES

2.1 By December 31, 1994, a Tech Prep job development and internship committee will be established and will develop an action plan for securing 10 private sector partners willing to sponsor secondary and postsecondary student interns for professions which do not traditionally involve apprenticeships.

2.2 By December 31, 1996, 20 secondary and postsecondary Tech Prep students will be placed in the project-sponsored internships related to their program of study. The number of participants will increase by five points each subsequent year.

OUTCOMES

2.A Success in the internship work component will be demonstrated by:

- **.a** continuous and consistent participation rates of 90 percent for business and industry sponsors;
- **.b** willingness of 70 percent of participating businesses to continue to sponsor students who chose to progress from the secondary to the postsecondary level;
- **.c** willingness of 70 percent of participating students who chose to continue their education at the postsecondary level to continue their participation at the postsecondary level;

2.B Average placement rates for completers of targeted A.S. and two-year vocational certificate programs will remain at or above the 90 percent level throughout the four-year grant period.

MAJOR OBJECTIVE III

To increase local, regional, and national knowledge of successful integrated curriculum and job development strategies by disseminating information and materials regarding the Orange-Osceola-Valencia Tech Prep program.

PROCESS OBJECTIVES

3.1 By August 31, 1994, to utilize the existing Tech Prep public relations committee to develop new promotional materials which specifically address the needs of special populations, displaced homemakers, single parents, single pregnant women, and dislocated workers in military related occupations.

3.2 By August 31, 1994, to utilize the existing Tech Prep guidance and counseling committee to develop new recruitment strategies which specifically focus on special populations, displaced homemaker, single parents, single pregnant women, and dislocated workers in military related occupations.

3.3 By December 31, 1994, to identify a minimum of 200 adults who have been dislocated as a result of military downsizing and defense industry reductions and provide them with information about retraining opportunities through Tech Prep.

3.4 By December 31, 1994, to identify and contact 100 percent of all high school students at targeted sites who are disabled and provide them with information regarding postsecondary educational opportunities through Tech Prep.

3.5 By December 31, 1994, to identify and contact a minimum of 50 percent of all special needs high school students (female, economically disadvantaged, educationally disadvantaged, and limited English proficient) at targeted sites and provide them with information regarding postsecondary educational opportunities through Tech Prep.

3.6 By December 31, 1994, to identify and contact a minimum of 100 displaced homemakers, single parents, single pregnant women, and potential female participants for technical education programs leading to high wage, nontraditional careers and provide them with information regarding postsecondary educational opportunities through Tech Prep.

3.7 By December 31, 1996, to utilize the existing Tech Prep public relations committee to develop a how-to-video and brochure aimed at providing educators with detailed instructions regarding how to design, promote, administer, and evaluate a comprehensive Tech Prep program which integrates vocational and academic learning and offer the package to all state departments of education.

3.8 To attend a minimum of three national, regional, or state conferences each year to disseminate information and develop linkages with other programs with similar goals.

3.9 By December 31, 1997, to develop and sponsor a national conference in Central Florida which will focus on Tech Prep and the integration of academic and vocational learning strategies.

3.10 By December 31, 1997, to complete a scientifically based research study which documents the consortium's success and submit it to the U.S. Department of Education's Program Effectiveness panel.

OUTCOMES

3.A In 1997, the number of special needs participants enrolled in the Integrated Learning Tech Prep program at the secondary and postsecondary levels will increase as follows:

.a The number of educationally and economically disadvantaged participants will increase by 30 points at the secondary level when compared to 1990 baseline data;

.b The number of educationally and economically disadvantaged participants choosing to pursue postsecondary level studies will increase by 20 points when compared to 1990 baseline data;

.c The number of displaced homemakers, single parents, and single pregnant women pursuing targeted postsecondary level programs will increase by 5 points when compared to 1994 baseline data;

.d The number of disabled participants will increase by 20 points at the secondary level when compared with 1990 baseline data;

.e The number of disabled participants choosing to pursue postsecondary level studies will increase by 10 points when compared to the 1990 baseline data;

.f The number of limited English proficient participants will increase by 20 points at the secondary level when compared to 1990 baseline data;

.g The number of limited English proficient participants choosing to pursue postsecondary level studies will increase by 10 points when compared to 1990 baseline data.

3.B By 1997, a minimum of 200 media kits will be shared nationally.

3.C By 1997, a minimum of 12 presentations will be made at national, regional, or state conferences.

3.D By 1997, written documentation will verify a minimum of two major linkages with related programs, established for the purpose of participating in information sharing and receiving input from geographically diverse programs.

3.E In 1997, 500 secondary and postsecondary educators from throughout the nation will attend a consortium sponsored conference held in Central Florida.

3.F In 1998, the U.S. Department of Education's Program Effectiveness panel will accept the consortium's research study in the National Diffusion Network and expand the nationwide availability of program information.

7/10/95

TECH PREP AND INTEGRATION EVALUATION PLAN

MAJOR OBJECTIVE 1 - To increase cross departmental and inter-institutional faculty cooperation as demonstrated by the utilization of at least 30 postsecondary vocational and academic faculty and administrators in the design, modification, and implementation of postsecondary-level courses in the areas of science, mathematics, and communication. Increased faculty knowledge regarding the process and benefits of such collaborative efforts will result in increased usage of "real world" applications in the modified courses and ultimately will result in increased student achievement levels in targeted courses.

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 1.1						
a) How many faculty and administrators attended each staff development activity?	By Aug 31, 1994, a minimum of 30 attended each activity.	**Aug 31, 94**	Number in attendance at each activity: Voc faculty Voc administrators Academic faculty Academic administrators	Staff development roster.	**Emery** **Hanson** **Olson**	Nov 94
b) How many staff development activities were conducted?	By Aug 31, 1994 a minimum of 3 staff development activities were conducted.	**Aug 31, 94**	Number of staff development activities planned and conducted.	Staff development evaluation forms.	**Emery** **Hanson** **Olson**	Nov 94
c) Was a needs assessment conducted?	By Aug 31, 1994 needs were identified as defined in Process Objective 1.1	**Aug 31, 94** Feb 94	Identified needs.	Minutes from Steering Committee Feb 1994.	**Tiller** Cantrell Migliore Emery Hanson Olson	Feb 94
d) Was an action plan developed?	By Aug 31, 1994, an action plan was developed for the purpose of modifying curriculum in order to integrate vocational and academic competencies.	**Aug 31, 94** Feb 94	Completed action plan.	1) Action plan format and records. 2) Portfolios of activity.	**Tiller** Emery Hanson Olson	Feb 94

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 1.2						
a) How many faculty and administrators participated in Educators in Industry?	By Aug 31, 1995 a minimum of 30 vocational and academic faculty at Orange/Osceola/Valencia participated in Educators in Industry.	**Aug 31, 95**	Number of participants by category: Faculty Administrators Local Education Agency (LEA)	Roster of participants	**Hanson Olson** Emery	Oct 94
b) How many visits to job sites occurred?	By Aug 31, 1995 at least 30 participants have averaged at least one visit per month.	**Aug 31, 95**	Number of visits and Number of participants.	Educator in Industry reports.	**Hanson Olson** Emery	Oct 94
c) Did the visits made by educators to business sites enable educators to examine the relationships and applications of their respective fields of study to actual occupations?	By Aug 31, 1995, the Educators in Industry program has enabled participating educators to examine relationships and applications of their respective fields of study to occupational requirements.	**Aug 31, 95**	Results reported by educators.	1) Educators in Industry reflection reports. 2) Focus groups 3) Portfolios of activity.	**Emery Hanson** Olson Agee Harrell	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 1.3						
a) Have modified curriculum strategies been developed in science courses offered to Tech Prep students at Valencia, Orange and Osceola technical centers?	By Aug 31, 1995, modified strategies have been developed for science courses.	**Aug 31, 96** Aug 31, 95	Number of modified strategies identified and developed for science courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios 4) Contracted materials	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	
b) Have modified curriculum strategies been developed in math courses offered to Tech Prep students at Valencia, Orange, Osceola technical centers?	By Aug 31, 1995, modified strategies have been developed for math courses.	**Aug 31, 96** Aug 31, 95	Number of modified strategies identified and developed for math courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios 4) Contracted materials	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	
c) Have modified curriculum strategies been developed in communications courses offered to Tech Prep students at Valencia, Orange and Osceola technical centers?	By Aug 31, 1995, modified strategies have been developed for communications courses.	**Aug 31, 96** Aug 31, 95	Number of modified strategies identified and developed for communications courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios 4) Contracted materials	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	
d) Have modified curriculum strategies been implemented in science courses offered to Tech Prep students at Valencia, Orange and Osceola technical centers?	By Aug 31, 1996, modified strategies have been implemented for science courses.	**Aug 31, 96**	Number of modified strategies implemented for science courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 1.3 (cont)						
e) Have modified curriculum strategies been implemented in math courses offered to Tech Prep students at Valencia, Orange and Osceola technical centers?	By Aug 31, 1996, modified strategies have been implemented for math courses.	**Aug 31, 96**	Number of modified strategies implemented for math courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	
f) Have modified curriculum strategies been implemented in communications courses offered to Tech Prep students at Valencia, Orange, Osceola technical centers?	By Aug 31, 1996, modified strategies have been implemented for communications courses.	**Aug 31, 96**	Number of modified strategies implemented for communications courses at: Orange and Osceola counties and Valencia.	1) Survey of teachers 2) Focus groups 3) Portfolios	**Tiller** Drosin Jones Mosley Emery Hanson Olson Agee Harrell	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 1.4						
a) Have new secondary level programs of study which articulate with postsecondary been developed in Public Service and Marketing?	By Aug 31, 1996 at least one new secondary program of study which articulates with postsecondary has been developed in Public Service and Marketing?	**Aug 31, 96** Dec 95 Aug 94	Number of new secondary programs of study which have been developed in Public Service & Marketing.	Articulation agreements.	**Emery** Hanson Olson Marketing- Aug 94	
a) Have new secondary level programs of study which integrate academic and vocational competencies been developed in Public Service and Marketing?	By Aug 31, 1996 at least one new secondary program of study was developed where academic and vocational worked together to develop programs of study in Public Service and Marketing?	**Aug 31, 96**	Number of new secondary programs of study which have been developed in Public Service & Marketing and meet the criteria for process objective 1.4	Program development reports	**Emery** Hanson Olson	
Process Objective 1.5						
a) How many faculty members participated in staff development activities?	By Aug 31, 1997 a minimum of 250 faculty have participated in staff development.	**Aug 31, 97**	Aggregate number of participants in staff development.	Staff development roster.	Emery Hanson Olson	Apr 94
b) Did the staff development activity facilitate the application of integration?	By Aug 31, 1997 a majority of participants have indicated positive attitudes toward applying the integration concept.	**Aug 31, 97**	Number of faculty that changed curriculum format integrating academic & vocational in the classroom.	1) Staff development analysis form. 2) Staff development evaluation form. 3) Attitude surveys	**Tiller** Cantrell Migliore Emery Hanson Olson Thomas Woodcock	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
***Outcome 1.A** Throughout the four year period, did postsecondary science, math and communications faculty demonstrate increased understanding of the content and techniques associated with vocational and academic learning through:						
a) Increased utilization involving real world applications?	By Aug 31, 1997 increased utilization has been demonstrated over results obtained in Aug 1996 as required by Process Objective 1.3	**Aug 31, 97**	Number of strategies implemented in science, math, communications courses at: Valencia Orange county Osceola county	1) Survey of teachers 2) Focus groups 3) Portfolios	**Tiller** Cantrell Migliore Drosin Jones Mosley Emery Hanson Olson Thomas Woodcock Agee Harrell	
b) Attitude changes documented by pre- and post-assessments?	By Aug 31, 1997 positive changes have been documented.	**Aug 31, 97**	The mean defining the attitude of all respondents to all items on the attitude scale for both pre- and post-assessments.	Pre- and post- attitude surveys.	**Woodcock** Thomas	
c) Willingness to continue working relationships established during grant period?	By Aug 31, 1997 academic faculty have expressed willingness to continue working relationships with vocational/ technical faculty regarding potential curriculum modifications.	**Aug 31, 97**	1) Documented positive attitudes. 2) Previous cooperative working relationships. 3) Faculty statements of intent to continue working relationships.	1) Attitude survey 2) Portfolio of activities. 3) Focus groups 4) Faculty survey	**Tiller** Cantrell Migliore Emery Hanson Olson Thomas Woodcock	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
***Outcome 1.B**						
Was the average performance of targeted postsecondary students in 1997 in science, math, and communications five points higher than the 1994 baseline?	There has been a minimum of a 5 point increase in performance of targeted postsecondary students in 1997 over 1994 baseline.	**Dec 31, 97** Aug 31, 97	1) 1994 baseline data- average scores for all A.S. degree students and Average scores for all postsecondary vocational certificate students in: Science Math Communications 2) 1997 data- Average scores of all targeted A.S. degree students and Average scores of all targeted postsecondary vocational certificate students in: Science Math Communications	1) ASSET test results 2) ACT test (replaces ASSET) 3) Science performance assessment.	**Woodcock** Emery Hanson Olson Thomas	
***Outcome 1.C**						
Was the average completion rate of targeted postsecondary students in 1997 five points higher than the 1994 baseline?	There has been a minimum of a 5 point increase in the average completion rate of targeted postsecondary students in 1997 over 1994 baseline.	**Dec 31, 97** Aug 31, 97	1) 1994 baseline data- completion rates of A.S. degree and 2 year vocational certificate students. 2) 1997 completion rates for targeted postsecondary students.	Completion rate records (Committee of Practitioners Report formula).	**Woodcock** Emery Hanson Olson Thomas	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
***Outcome 1.D**						
Was the average performance of targeted high school Tech Prep students in applied courses in 1997 ten points higher than the 1994 baseline?	There has been a minimum of a 10 point increase in the average performance of targeted high school Tech Prep students in applied courses over 1994 baseline.	**Dec 31, 97** Aug 31, 97	1) 1994 baseline data - scores in science, math and communications. 2) 1997 data - scores of targeted high school Tech Prep students in science, math, and communications.	High school standardized measures.	**Woodcock** Emery Hanson Olson Thomas	
***Outcome 1.E**						
Was the average completion rate of targeted High School Tech Prep students in 1997 ten points higher than the 1994-95 baseline?	There has been a minimum of a 10 point increase in the average completion rate of targeted high school Tech Prep students in 1997 over the 1994-95 baseline.	**Dec 31, 97** Aug 31, 97	The 1994-95 baseline data and 1997 data of completion rates for targeted high school Tech Prep students.	Completion rate records (Committee of Practitioners Report formula).	**Woodcock** Emery Hanson Olson Thomas	

MAJOR OBJECTIVE 2 - To increase secondary and postsecondary student job placement opportunities by establishing a postsecondary level internship/ work experience component in the Orange/Osceola/Valencia Tech Prep program which builds upon apprenticeship program plans administered at the secondary level and incorporates courses which involve the integration of vocational and academic learning.

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 2.1						
a) Was a job development and internship committee established?	By Dec 31, 94 a committee was established.	**Dec 31, 94**	Committee membership	Committee selection criteria process records	**Hanson** Emery Olson	Jun 94
b) Was an action plan developed ?	By Dec 31, 94 an action plan was developed to secure ten private sector partners.	**Dec 31, 94**	Completed action plan.	Action plan format & records.	**Hanson** Emery Olson	**Dec 94**
Process Objective 2.2						
a) Were 20 Tech Prep students placed in project sponsored internships related to their programs of study?	By Dec 31, 96, at least 20 secondary & postsecondary Tech Prep students have been placed in internships provided by at least 10 private sector partners.	**Dec 31, 96**	1) Number of Tech Prep students placed in project sponsored internships. 2) Number of private sector partners.	1) Student progress monitoring records. 2) Internship sponsor agreements.	**Hanson** Emery Olson	
b) Did the number of participants increase by 5 points each subsequent year?	There has been an increase of at least 5 points in the number of participants each subsequent year.	**Dec 31, 97** Aug 31, 97	Number of Tech Prep student participants each year.	Student progress monitoring records.	**Hanson** Emery Olson	

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EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Outcome 2.A						
Throughout the 4 year grant period, was success in the internship work component demonstrated by:						
a) Continuous and consistent participation rates of business sponsors?	The annual participation rate of at least 90% has been maintained by business sponsors.	**Dec 31, 97** Aug 31, 97	Number of sponsors providing continuous participation.	Internship sponsor agreements	**Hanson** Emery Olson	
b) A willingness of businesses to continue sponsoring students from secondary to postsecondary levels?	Businesses have been willing to continue sponsoring at an annual rate of 70% or above, students who move from secondary to postsecondary education.	**Dec 31, 97** Aug 31, 97	Number of businesses continuing to sponsor students who move from secondary to postsecondary education.	Internship renewal records	**Hanson** Emery Olson	
c) Willingness of secondary, students who choose to continue on to postsecondary education to also continue participating in internship program?	Students who move from secondary to postsecondary education have been willing to continue their participation in the internship program at an annual rate of 70% or above.	**Dec 31, 97** Aug 31, 97	Number of secondary students who choose to continue participating in internship program when they move to postsecondary education.	Internship renewal records.	**Hanson** Emery Olson	
***Outcome 2.B**						
Did the average placement rates for completers of targeted A.S. degree and 2 yr vocational certificates programs remain at the desired level throughout the 4 year grant period?	Annual average placement rates for completers of targeted programs have remained at or above 90%.	**Dec 31, 97** Aug 31, 97	Number placements for the completers of targeted programs.	Annual placement records.	**Hanson** Emery Olson	

MAJOR OBJECTIVE 3 - To increase local, regional, and national knowledge of successful integrated curriculum and job development strategies by disseminating information and materials regarding the Orange/Osceola/Valencia Tech Prep program.

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 3.1						
Were new promotional materials developed to include the needs of the special groups listed in the Process Objective 3.1?	By Aug 31, 1994, new promotional materials had been developed to include the needs of the groups listed in Process Objective 3.1.	**Aug 31, 94**	Number of new materials developed to include the needs groups listed.	Promotional materials developed to include the needs of groups listed.	Emery Hanson Olson	Dec 94
Process Objective 3.2						
Were new recruitment strategies developed which include the population groups listed in Process Objective 3.2?	By Aug 31, 1994, new recruitment strategies had been developed which include the population groups listed in Process Objective 3.2.	**Aug 31, 94**	Number of new recruitment strategies developed to include groups listed.	Recruitment strategies developed to include the groups listed.	Tiller Emery Hanson Olson	Aug 94
Process Objective 3.3						
a) Were adults identified who had been dislocated as a result of military or defense adjustments?	By Dec 31, 1994, a minimum of 200 adults who had been dislocated had been identified.	**Dec 31, 94** Feb 95	Number of dislocated adults identified.	1) List of identified adults. 2) Informational memo.	**Tiller** Emery	May 95
b) Were these adults provided with information about retraining opportunities?	By Dec 31, 1994, the identified adults had been provided with information about retraining opportunities.	**Dec 31, 94** Feb 95	Number of identified adults provided with information.	1) Records of information distributed. 2) Methods of distribution.	**Tiller** Emery	May 95

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 3.4						
Were all high school students with disabilities at targeted sites identified, contacted and provided information?	By Dec 31, 1994, 100% of all high school students with disabilities at targeted sites had been identified, contacted and provided information.	**Dec 31, 94** Feb 95	1) Number of high school students with disabilities at each targeted site. 2) Number and % of students with disabilities contacted and provided information.	1) List of all students with disabilities at targeted sites. 2) List of students with disabilities contacted and provided information. 3) Methods used to provide information.	**Olson** Emery Hanson	May 95
Process Objective 3.5						
Were special needs high school students at targeted sites identified, contacted, and provided information?	By Dec 31, 1994, at least 50% of special needs high school students at targeted sites had been identified, contacted, and provided with information.	**Dec 31, 94** Feb 95	1) Number of special needs high school students at each targeted site. 2) Number and % of special needs students contacted and provided information.	1) List of all special needs students at targeted sites. 2) List of special needs students contacted and provided information. 3) Methods used to provide information.	**Olson** Emery Hanson	May 95
Process Objective 3.6						
Were the special groups listed in process Objective 3.6 identified, contacted, and provided information relative to high wage nontraditional careers?	By Dec 31, 1994, a minimum of 100 members of the special groups listed in Process Objective 3.6 had identified, contacted, and provided with information regarding postsecondary education opportunities through Tech Prep.	**Dec 31, 94**	1) Number of persons identified. 2) Number of identified persons contacted and provided information.	1) List of persons identified. 2) List of persons contacted and provided information. 3) Methods used to provide information.	Emery Hanson Olson Rafter	**Dec 31, 94**
Process Objective 3.7						
a) Were the how-to-video and brochure related to producing a comprehensive and integrated Tech Prep program developed?	By Dec 31, 1996, a video, and brochure have been developed.	**Dec 31, 96** Dec 95	How-to-video and accompanying brochure.	Products produced.	**Woodcock** Emery Henkel	

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EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Process Objective 3.7continued						
b) Was the package offered to all state departments of education?	By Dec 31, 1996, the package has been offered to all state departments of education.	**Dec 31, 96**	1) Number of offers. 2) Number of packages delivered.	1) Evidence of product promotion. 2) Distribution records.	**Emery** Hanson Olson	
Process Objective 3.8						
Were national, regional, or state conferences attended each year to disseminate information and develop linkages with other programs having similar goals?	A minimum of 3 national, regional, or state conferences have been attended annually in order to disseminate information and develop linkages with programs having similar goals.	**Dec 31, 97** Aug 31, 97	1) Number and types of conferences attended annually. 2) Types of information disseminated. 3) Number and types of linkages made with other program representatives.	1) Attendance records. 2) Dissemination records. & conference agendas. 3) Conferences notes. 4) Follow-up contacts.	**Tiller** Cantrell Migliore Emery Hanson Olson Thomas Woodcock	
Process Objective 3.9						
Did the project staff develop and sponsor a national conference that focused on Tech Prep and integration of academic and vocational learning strategies?	By Dec 31, 1997, a national conference has been held in Central Florida with a focus on Tech Prep and the integrated curriculum.	**Dec 31, 97** 1996	1) Number of persons in attendance. 2) States represented. 3) Conference topics.	1) Attendance records. 2) Conference program.	**Tiller** Cantrell Migliore Emery Hanson Olson	
Process Objective 3.10						
a) Was a scientifically based research study which documented the consortium's success completed?	By Dec 31, 1997, the research study has been completed.	**Dec 31, 97** ONGOING	Documented scientifically based research study.	Information related to achievement of project objectives.	**Woodcock** Thomas	
b) Was the completed study submitted to the U.S. Dept of Education Program Effectiveness Panel?	By Dec 31, 1997, the study has been submitted to PEP.	**Dec 31, 97** ONGOING	Acknowledgment by PEP of receipt of study.	Response from PEP.	**Woodcock** Thomas	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Outcome 3.A						
Did the number of special needs participants enrolled in the Integrated Learning Tech Prep program increase as follows: a) Educationally and economically disadvantaged participants at the secondary level by 30 points over 1994 baseline data?	In 1997, number of targeted participants has increased by at least 30 points over 1994 baseline.	**Dec 31, 97** Aug 31, 97	Number of educationally and economically disadvantaged secondary participants in 1994 and 1997.	Secondary student enrollment records.	**Olson** Hanson	
b) Educationally and economically disadvantaged participants choosing to pursue postsecondary education, by 20 points over 1994 baseline data?	In 1997, number of targeted participants choosing to pursue postsecondary education has increased at least 20 points over 1994 baseline.	**Dec 31, 97** Aug 31, 97	1) Number of educationally and economically disadvantaged participants who completed secondary Tech Prep programs in 1994 and 1997. 2) Number of targeted secondary Tech Prep completers choosing to pursue postsecondary education in 1994 and 1997.	1) Secondary student records. 2) Postsecondary student records.	**Olson** Hanson **Emery**	
c) Displaced homemakers, single parents & single pregnant women pursuing targeted postsecondary programs by 5 points over 1994 baseline data?	In 1997, number of targeted group pursuing targeted postsecondary programs has increased by at least 5 points over 1994 baseline.	**Dec 31, 97** Aug 31, 97	Number of targeted group enrolled in targeted postsecondary programs in 1994 and 1997.	Postsecondary vocational and postsecondary vocational adult students enrollment records.	**Emery** Hanson Olson	
d) Disabled participants at the secondary level by 20 points over 1994 baseline data?	In 1997, number of secondary disabled students has increased by at least 20 points over 1994 baseline.	**Dec 31, 97** Aug 31, 97	Number of disabled secondary student participants in 1994 & 1997.	Secondary student enrollment records.	**Olson** Hanson	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Outcome 3.A continued						
Did the number of special needs participants enrolled in the Integrated Learning Tech Prep program increase as follows:						
e) Disabled participants choosing to pursue postsecondary education by 10 points over 1994 baseline data?	In 1997, number of disabled participants choosing to pursue postseconday education has increased by at least 10 points over 1994 baseline.	**Dec 31, 97** Aug 31, 97	Number of disabled participants who completed secondary Tech Prep programs and are choosing to pursue postsecondary education in 1994 and 1997.	1) Secondary student enrollment records. 2) Postsecondary student enrollment records.	**Olson** Hanson	
f) Limited English Proficient (LEP) secondary level participants by 20 points over 1994-95 baseline data?	In 1997, number of secondary LEP participants has increased by at least 20 points over 1994-95 baseline.	**Dec 31, 97** Aug 31, 97	Number of secondary LEP participants in 1994-95 and 1997.	Secondary student enrollment records.	**Olson** Hanson	
g) LEP participants choosing to pursue postsecondary education by 10 points over 1994-95 baseline data?	In 1997, number of LEP participants choosing to pursue postsecondary education has increased by at least 10 points over 1994-95.	**Dec 31, 97** Aug 31, 97	1) Number of secondary LEP Tech Prep program completers in 1994-95 and 1997. 2) Number of targeted secondary completers choosing to pursue postsecondary education in 1994-95 and 1997.	1) Secondary student enrollment records. 2) Postsecondary student enrollment records.	**Olson** Hanson **Emery**	
Outcome 3.B						
Were media kits shared nationally?	By 1997, at least 200 media kits have been shared nationally.	**Dec 31, 97** Aug 31, 97	1) Number of kits distributed. 2) Demographics of each participant.	Distribution records.	**Emery** Olson Hanson	

EVALUATION QUESTIONS	Standard/Benchmarks	Data Collection	Data Elements	Data Source, Method	Lead & Assoc.	Completion Date
Outcome 3.C						
Were presentations made at national, regional, state conferences?	By 1997, a minimum of at least 12 presentations have been made at national, regional, or state conferences.	**Dec 31, 97** Aug 31, 97	For each conference: -Theme -Geog. level -Subject of presentations. -Number of presentations.	Conference programs.	**Tiller** Cantrell Migliore Emery Hanson Olson	
Outcome 3.D						
Was written documentation provided to verify that major linkages were established with related programs in order to share information and receive input from geographically diverse programs?	By 1997, a minimum of at least 2 major linkages with related programs have been verified through written documentation.	**Dec 31, 97** Aug 31, 97	1) Types of products and information sent and received. 2) Locations of linkage activities. 3) Frequency of communication activities.	1) Distribution records. 2) Letters sent & received. 3) Follow-up contact records. 4) Visitation reports.	**Tiller** Cantrell Migliore Emery Hanson Olson	
Outcome 3.E						
Did secondary and postsecondary educators from throughout the nation attend a consortium sponsored conference in Central Florida?	In 1997, at least 500 secondary and postsecondary educators from throughout the nation have attended a conference in Central Florida sponsored by the consortium.	**Dec 31, 97** Aug 31, 97	1) Number of secondary and postsecondary educators in attendance. 2) Number of types of other participants. 3) Names of states represented. 4) Location of conference.	1) Conference registration records. 2) Conference program.	**Tiller** Cantrell Migliore Emery Hanson Olson	
Outcome 3.F						
Did PEP accept the consortium's research study in the National Diffusion Network?	In 1998, PEP has accepted the consortium's research study in the National Diffusion Network.	**Jan 31, 98**	Documentation of acceptance by P.E.P.	U.S. Dept of Education	**Woodcock** Thomas	

***Designates Program Effectiveness Panel (P.E.P.) claim type**
NOTE: Bolded dates indicate Federal date, other dates are Internal dates.